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ABSTRACT

A survey of 42 Massachusetts workplace literacy programs was conducted in fall 1989 to determine whether the programs generally fit a standard definition of workplace literacy derived from "A Guide to Developing Instruction for Workforce Literacy Programs" by Jorie W. Philippi. The study's seven-item questionnaire included the definition to which respondents were asked to compare their programs. The questionnaire instructions stated the researchers' suspicion that the definition does not "represent the great variety seen in workplace education in Massachusetts." Respondents were asked to state how their programs did not fit the definition, if that were the case. Respondents were encouraged to ignore the questions and respond in another manner if the questions were not useful. The return rate was 64 percent. Most of the practitioners agreed with these elements of the definition: (1) their programs were designed to meet the needs of the organization and the worker by translating learning into improved job performance; and (2) the results of their programs should be measured in terms of job accuracy and productivity, employee retention/promotion, and (lower) accident rates. Most of the respondents believed that their programs differed from the definition in that their programs: (1) had important goals in addition to meeting the goals of the organization and translating learning into improved job performance; (2) had instructional content that did not focus exclusively on basic skills applications that are used in the context of job tasks; and (3) should be evaluated by measures in addition to job accuracy and productivity, employee retention and promotion, and accident rates. There was a widely held opinion that the definition was too narrow; too constraining; too much like job training rather than education; and not respectful of students', workers', unions', or employers' interests and goals. (The document contains a copy of the questionnaire.) (CML)

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DEFINING WORKPLACE LITERACY EDUCATION IN MASSACHUSETTS

A survey of workplace literacy education programs in Massachusetts, conducted in September and October, 1989, the results of which were presented at the Annual Conference of the Mass. Association of Adult and Continuing Education

November 2, 1989
Royal Plaza Hotel
Marlborough, Massachusetts

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SUMMARY

In September and October 1989, a survey was sent to 42 Massachusetts workplace education programs whose focus is basic skills instruction. 27 responses were received, a 64% rate of return. The survey used a definition of workplace education which the authors believed would be regarded nationally as a "mainstream" definition, and they asked workplace literacy education program coordinators and teachers in Massachusetts to compare their programs with this definition:

> "Workforce literacy...is the ability to perform those basic skills applications which are used in the context of job tasks....Effective workforce literacy programs are those which are designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance. Creating instruction for such programs requires expertise from the combined fields of employment training and education. It is the product of 1.) literacy analyses of job tasks and 2.) construction of curricula from analyses data, that focus on helping workers master those basic skills applications they use on-the-job. Workforce literacy program results should be evaluated by measures of (increased) job accuracy and productivity, (higher) employee retention/promotion figures, and (lower) accident rates."

From "A Guide to Developing Instruction for Workforce Literacy Programs," by Jorie W. Philippi, Public/Private Ventures, Philadelphia, PA., a paper presented at the American Association for Adult and Continuing Education Conference in Tulsa, Oklahoma, November 4, 1988.

While nearly all practitioners agreed that their programs are designed to "meet the needs of the organization and the worker by successfully translating learning into improved job performance", a large majority said their programs also have other important goals.

Nearly all respondents said the instructional content of their programs, in contrast to the definition, does not focus exclusively on "basic skills applications which are used in the context of job tasks."

While a large majority of practitioners responded that they do think that the results of their programs should be measured in terms of "(increased) job accuracy and productivity, (higher) employee retention/promotion figures and (lower) accident rates", nearly all responded that they thought their programs should be evaluated using other measures, and most of those who were in agreement with the measures given felt that they were not sufficient.

A large majority of respondents said the definition left out important aspects of, or made assumptions which are not true of, their programs.

Overall, there was a clear, widely held opinion that the definition was too narrow, too constraining, too much like job training and not enough like education, not respectful of student/workers' interests or goals, union interests or goals, or even many employer interests in workplace education.

If these responses are representative of workplace education in Massachusetts--and there is reason to believe that they are--a satisfactory definition of workplace literacy education would need to include a much wider range of goals and purposes. These would include basic skills: which lead to promotions and better jobs; for use outside of work; for the purpose of improved communication on the job and in the rest of a student/worker's life; for critical thinking and problem solving on the job and elsewhere; and for many other purposes. Similarly, such a definition would need to include a much wider range of performance measures.

The authors recommend that a new definition be proposed which is based on the Massachusetts workplace literacy education experience, and that the two definitions be compared in a national survey of workplace literacy education programs to see which better describes what is happening in workplace literacy education nationally.

SURVEY RESULTS

Q.1. 89% (24) responded that the instructional content of their programs DOES NOT focus exclusively on "basic skills applications which are used in the context of job tasks".

COMMENTS

(NOTE: The numbers in parentheses below indicate the number of times this kind of instructional content was mentioned by people responding to the question. The items in capital letters indicate types of instructional content programs also include.)

We want to meet needs of management, direct supervisors (of our ESL students) and the students themselves. Sometimes to meet the students' voiced needs we need to balance what is needed for the workplace with life skills applications which in turn help the student function overall and help reduce absenteeism from work, etc. Also, CROSS-CULTURAL AWARENESS for all segments and CULTURALLY APPROPRIATE LANGUAGE AND BEHAVIOR AT WORK, etc.

We are a learner-centered program that incorporates workplace materials and themes (whenever appropriate)

LIFE SKILLS (9); CITIZENSHIP/U.S. HISTORY/CIVICS (4); GRAMMAR; FIRST LANGUAGE LITERACY

HIGHER EDUCATION GOALS

We teach whatever is relevant to student needs at work or home: MATH PROBLEM SOLVING SKILLS, SAFETY AT HOME

WORK/WORK ENVIRONMENT

GED PREPARATION (2), PRE-GED AND BASIC SKILLS, JOB-MOTIVATED INSTRUCTION

Skills anticipated to be needed in future

KNOWLEDGE ABOUT CITY AND COMMUNITY, CRITICAL THINKING (3) to apply such knowledge and skills in the community

GENERIC ESL (2) useful for everyday living as well as the workplace

LITERACY INSTRUCTION, INCLUDING LETTER AND NUMBER FORMATION, SIGHT WORDS, AND BASIC PHONICS

READINGS IN PROSE, POETRY APPRECIATION

BASIC COMPREHENSION AND LITERACY NEEDS; TECHNICAL WRITING; PRONUNCIATION AND PRESENTATION SKILLS; CROSS-CULTURAL TRAINING FOR SUPERVISORS, MANAGERS, ESL STUDENTS AND INSTRUCTORS

BASIC SKILLS (incl. ESL), TEAMWORK, PROBLEM SOLVING

BASIC SKILLS "BRUSH-UP"

GROUP WORK, PEER COMMUNICATION, COMMUNITY/FAMILY CORRELATE APPLICATIONS OF BASIC SKILLS IN WORKPLACE, PROBLEM SOLVING COMPONENT USING GROUP PROCESS TO PROVIDE PEER SUPPORT

WAYS TO CONTINUE LEARNING ENGLISH AND JOB SKILLS AT THE COMPANY AND OUTSIDE

UNDERSTANDING THE WHOLE PRODUCTION PROCESS so worker/student sees her part in the whole, including plant tours, explanations of how product is used, seeing whole production process, etc.

BROADER RANGE OF SKILLS INCLUDING ANALYTICAL AND INTERPRETIVE SKILLS that can be applied at workplace and beyond (e.g. not just how to fill out simple form or report but to understand its purpose)

WORKPLACE, UNION, AND IMMIGRANT RIGHTS

Each of our workplace education programs is unique and custom-designed to meet company and participant needs. Many employers like including basic "generic" communication and awareness skills that are not directly related to the job of the participants, but which will help them in their everyday lives. Sometimes specific job tasks are not covered at all.

Q. 2. 93% (25) responded that their programs ARE designed to "meet the needs of the organization and the worker by successfully translating learning into improved job performance"; HOWEVER, 76% (19) OF THESE SAID THEY ALSO HAVE OTHER GOALS.

COMMENTS

19 of those who answered "yes" also said their programs had other goals. These included:

"At one site we are preparing workers to work in other departments as their current department will soon be automated. Their present job performance is very good but they need more English skills to handle the jobs to come. At another site we are working to strengthen all around English skills for promotion. Again, current job performance is good."

Address needs of the union, of the individual student/worker which may not be job related

LIFE SKILLS (2), GENERAL LITERACY (2), CITIZENSHIP, INFORMATION, GRAMMAR, FIRST LANGUAGE LITERACY

SKILLS TO BE PROMOTED OR GET BETTER JOBS (4)

ALL-ROUND IMPROVEMENT IN ENGLISH LANGUAGE (2) and all important aspects of students' lives that are affected by their English language ability

IMPROVED ATTITUDE AND GREATER MOTIVATION

CAREER DEVELOPMENT, IMPROVED PR, RETENTION

INCREASED STUDENT SELF-CONFIDENCE (3), IMPROVED ON-THE-JOB COMMUNICATION (2), INCREASED WORKPLACE SKILLS...which, if integrated, result in improved personal satisfaction and job performance

IMPROVING GENERAL QUALITY OF LIFE

DEVELOPING SELF-AWARENESS AS ONE APPROACHES HIS WORKPLACE POSITION

PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE EMPLOYEE

EDUCATIONAL SUPPORT--SEPARATE FROM "PAY FOR PERFORMANCE" PLANS.

IMPROVED COMMUNICATION SKILLS (3), INTERACTION, SELF ESTEEM

EMPOWERMENT OF PARTICIPANTS using holistic methods

IMPROVED SELF-ESTEEM

ACQUIRING A TASTE OF SUCCESS

ACQUIRING SKILLS NEEDED TO CONTINUE TO LEARN (2)

OVERCOMING BARRIERS SUCH AS THE 'THEM' AND 'US' ATTITUDE

Q. 3A, 3B and 4 got mixed responses and several comments that indicated confusion about the meaning of these questions.

Some comments on Question 3A and 3B suggested skepticism about the value of the expertise of those in employment training:

COMMENTS

"I wasn't exactly sure who 'the field of employment training' referred to. We find it easier to go on the 'floor' and observe job tasks that need to be accomplished and then design the curriculum. Supervisors and participants also give information about the tasks. Sometimes those in the field of employment training don't know enough about education to be helpful."

"I have consulted with supervisors in the hotel who provide job training. I have also attended the national American Society of Training and Development convention in Boston but learned little about how or what to do to develop a program. Also, my company did not want to spend money on other experts. They felt that's what they were paying me for. And it did not really occur to me that it was necessary to do so. I was also busy enough with the educational issues I knew about."

"We have not found the literature in job training to be all that impressive or directly applicable. A lot of it is hyped. Often it is dry. Too often it is overly employer-centered"

Some comments to Question 4 suggested less formal, less expensive ways that programs address helping student/workers to get basic skills they need on the job:

"We are working on (developing) a very formal system of carrying out literacy analyses. At this point, however, informal chats with supervisors, observation and note-taking, and sifting through company job descriptions, etc. have been our system."

"Not as scientifically as some corporations. Not through literacy analyses done by PhDs. There's no time or money for that. I did observe prospective students in their job settings, noting what they said or needed to say, what language they reponded to, what they needed to read and write on the job. I also spoke with supervisors, trainers and co-workers and asked them what the students needed. I also asked the students what they needed...."

And some comments questioned the value of this approach:

"This is a company-centered goal, and the employers are not involved in our (union-sponsored) program."

"We use workplace materials and themes as a means of achieving individualized, learner-centered learning goals. To use workplace materials, themes, tasks and skills as ends unto themselves is to corrupt and debase the educational nature of our efforts. We are an educational program--not a training program."

Q.5.A 74% (20) responded that they DO think the results of their programs should be measured in terms of "(increased) job accuracy and productivity, (higher) employee retention/promotion figures, and (lower) accident rates",

HOWEVER

Q. 5. B 89% (24) responded that they thought their programs should be evaluated using OTHER MEASURES. (59% (16) of the total and 80% of those answering yes in 5A responded affirmatively in 5B. So most of those agreeing that the measures in 5A were valid felt they were not sufficient.

COMMENTS

Other measures suggested were:

Measures set by employers themselves

The Test of Adult Basic Education (TABE) for pre-and post-testing

Changes in behavior, job performance, or English ability compared with what it was before instruction

Pre-post B.E.S.T. test or FSI index, but any course evaluation meeds to accept that results may be gray, not

black or white, that they are not necessarily identifiable as resulting from ESL instruction

Combination of quantitative and qualitative measures. Increases in self-esteem, better relationships between staff members, hope that the future may hold something better, getting over a fear of failure or of reading and writing tasks

Participants and those who work directly with them should be given the opportunity to evaluate the program and its impact on them

Evaluate by what instructors provide students and by documentation they provide to the worksite

Employee evaluation of his/her own learning

Individual assessments of each person's progress

This needs to be explored but mainly evaluation needs to be measured case by case and against a student's individual goals and objectives (using an individual education plan or worker/supervisor plan)

Learner (educational/personal) satisfaction (2); learner activism; learner goal development; information, attitude (2), behavior change; self esteem change; use of workplace themes; use of workplace people as tutors/instructors; workplace support for endeaver

Recruitment rates

Students' and supervisors "soft" evaluation

Students' self-confidence (3), actual communication on the job (2)

Increased reading and math levels/abilities, community awareness (i.e. voting, government, services, etc.)

General improvement in English ability (communication) (2)

Employee satisfaction

Better understanding of our students' special difficulties and contributions, on the part of U.S.-born employees

Problem-solving skills of employees, increased job awareness

Performance in class at a more proficient level; entrance into GED programs or citizenship classes

Individual progress report; competing with yourself, not others

Increased vocabulary, increased willingness to contribute to meetings, increase in taking additional courses, increased interaction with co-workers, increased cooperation and affinity for the company, greater overall understanding and a willingness to take risks

Exit assessments (the more variety in evaluation tools, the better, we feel)

General morale

Comfort on job

Workers ability to function in their neighborhood and city

Workers ability to communicate with supervisors

Workers ability to understand and communicate with regard to problems and needs at work

and one respondent asked:

"How do you measure a happier workforce getting along better?"

Q. 6. 74% (20) responded that the definition DOES leave out important aspects of, or makes assumptions which are not true of their programs .

COMMENTS

It doesn't include those who are not literate in their first or second language (ESL)

It doesn't include union-based programs--rights of workers, life skills, critical thinking skills

It doesn't include basic skills students need but may not be using in their current job

We are focusing this year on better consumer and community awareness, also GED amd post-HS skill work

An assumption that workforce "literacy" is separate from other areas of life; and assumption that it can only be measured in economic terms

No workplace education program can be 100% work-oriented. The students wouldn't like it unless this were pre-job training

Communication between staff (workers) and residents (clients) and communication among people from different cultures

Our program incorporates generic English language skills and literacy skills as well as job-specific skills (3)

I'm not in full agreement with the evaluation procedures

We are offering ESL instruction

My program is more wide-ranging: including needs of entry level employees who have basic comprehension and literacy needs, but also those who have other education needs.

It doesn't look at the education process, e.g. combining individual and group learning within the same course or program, incentives for students relying on each other for learning.

Our definition of basic skills encompasses more than the 3R's: problem-solving, familiarity with computers, etc.

One of Management's goals for our programs is to attract and retain employees (2)

There's an assumption that the program is simply geared towards work-related skills

One of our program's goals is orientation of the student to the American workplace/work ethic.

Other important aspects of our program include: opportunities for students to express their own opinions, to break down fear of studying, of speaking English in different contexts; and for them to find openings in other fields of education and perhaps employment.

We focus on generic skills but introduced in a workplace context. We use broader methods found in generic ABE or ESL

classes. Our program is located in a vocational shop in a corrections institution. Other aspects include: Teaching students to use technology (calculators, computers as tools --spreadsheets-- as well as CAI); Including "white collar" skills such as planning time; Inclusion of traditional literacy skills such as spelling, paragraph writing, organization of work, etc.; and cross-cultural awareness and sensitivity.

This definition would limit the effectiveness and scope of workplace education programs : 1) There is no mention of the need to train employees to learn more than their current job; I am concerned that job-specific training will perpetuate rote-learning that is often the norm for entry-level employees....At the company where I work they identified a group of workers who had the skills for their present jobs but who needed additional basic skills to be promoted; 2) There are no worker-defined goals other than "improved job performance." My students need to understand their health insurance plans, company procedures regarding promotions, raises and job transfers, the company-reimbursed tutition policy, the company stock-buying option, and their other rights and benefits as workers. As one student who read Philippi's definition put it, "They are trying to train people only for one place, the job they are working for. When I went to your course I wanted to improve my English at work and outside...for the bank, the supermarket, to call the police for an emergency, to ask for an address. In your class I lost the scare. When you know how to speak correct English at the workplace, your boss knows what you can do;" 3) This definition implies that the worker must do all the learning, all the accomodating. The supervisors at the company where my students work who are the most successful working with language minority workers are those who learn a few words of the worker's first language, watch for cultural differences and sometimes accommodate their style of correcting worker error and instructing to the worker. They encourage all their employees to take advantage of training opportunities, see them as fully human with needs like their own. I believe that cross-cultural training for managers and workers is an important part of improving everyone's job performance.

This definition assumes "productivity" rather than a worker-centered focus, assumes employer but not union involvement, does not separate out workers' needs from employers' needs

This definition puts a lot of emphasis on job performance and activity. In the garment industry learning English does not necessarily make one a better stitcher. Although it is

helpful to speak English on the job it is not necessary....The union feels that the workplace literacy program is very important to the garment workers because it improves their quality of life. Learning English is important so that they can perform their daily activities, i.e. go shopping, obtain passports and communicate with the medical profession.

Adult workplace education is for everyone who would like to improve writing, reading and math skills, making them better prepared for the demands of a changing job market. For some this may mean working on the skills necessary to take the GED. Our company offers these classes because it is interested in developing employee skills.

6A. 64% (18) said their programs either focused on generic English language skills or on both generic and job-specific skills

6B. 5 responded that their workplace education programs are offered in churches, colleges, and union halls and other places other than the worksite

6C. 10 responded that their program is open to workers from several different worksites (although it is not clear that these are always different companies)

6D. 17 responded that their program is seen as an employee benefit, although apparently not all respondants understood that the thrust of the question was primarily as a benefit, as something whose primary purpose is to attract or retain employees or that has been negotiated for by a union.

6E. 9 responded that there are other important aspects of their programs that the definition doesn't include:

COMMENTS

The definition is absurd. It is not a definition of workplace EDUCATION. It is a definition of literacy.

There are many other aspects that need to be considered. Some who have been provided with ESL at the company really didn't "need" it to perform their jobs, but were given it in

hope that this little extra might help bring them over the top for better positions (promotions), to build self esteem, to help managers accept them as capable employees (after an ESL course the manager might be more likely to believe the employee can speak well although they already do!) and to showcase a successful group so the employees and managers would buy into the program. I also find that I provide a large amount of educational, personal and work-related counseling, with issues ranging from dealing with supervisors, immigration, acculturation, unions, health issues such as aids, or the public school system. I provide some employees with company forms to get reimbursed for courses they take outside the company. I also provide referral to outside agencies or internal counseling or support as needed.

Release time, clear links and steps for workers to move to higher levels of education or definite goals for a worker to aspire to without false promises.

In some cases an employee needs a GED/diploma to take advantage of training opportunities

The program attempts to build confidence in the participating workers to take care of their basic needs in the world and to understand their rights and responsibilities. It also prepares workers for their next level of education.

The definition ignores the following aspects:
1) the importance of technology, e.g. using calculators and spreadsheets as well as instructional software; 2) learners' acquiring "white collar" skills- managing things with paper and pencil, time management, etc; 3) traditional literacy skills such as spelling, paragraph writing, well-organized work; 4) cross -cultural awareness among learners so they are better prepared to work together, not just on the shop floor but potentially as technicians, managers, etc.

Orientation to American workplace/work ethic

8 responded that there were assumptions made in the definition which are not true for their programs:

COMMENTS

That workplace education programs are simply geared towards work-related skills

That all employers want to improve productivity, that safety is an issue, that experts have all the answers, that learning on the job means or equals improved job performance

We espouse the theory of multiple intelligences. We view workplace literacy as more than remediation. Our definition of BASIC SKILLS needed today encompasses more than the 3R's (e.g. it would include problem solving, familiarity with computers, etc.)

In the definition given, the word "literacy" emphasizes that people are not literate. Most are, but they are looking for improved skills. We call our program Adult Workplace Education. This implies education in the workplace.

It assumes that improved job performance is needed. Often these people are performing their job perfectly well. You really don't need to speak English to clean a room or mop a floor. It does not consider the need to teach life skills and their direct or indirect effect on the workplace. For example, if a student is worried about her inability to communicate to her child's teacher, her preoccupation with this concern will keep her from working effectively. It doesn't allow for the workers' feelings about what they need and what they have accomplished. The workers may improve their communicative competency and become more fluent but that aspect is not considered. Positive self-image is not necessarily easy or necessary to measure but ESL can, and perhaps should, have an influence on self-image.

There is an assumption that the quoted statement is an accurate and meaningful definition of workplace literacy. It is not. There is an assumption that workplace education can be defined by a quote concerning workplace literacy. That logic is faulty. Further, it does a disservice to all of us who work in workplace education programs.

One cannot assume the necessary input for company personnel will always be provided. Some places are glad to have classes offered but do not contribute a great deal or provide much information on work-related needs.

OTHER OBSERVATIONS :

o Several respondents commented on the importance of cross-cultural learning for student/workers, supervisors, managers and instructors as a way to improve working relationships

o Throughout the responses there was an emphasis on the importance of measuring student/workers growth in self esteem and confidence; problem-solving ability; communication skills, both in general and on the job; and student/workers acquiring more basic skills, up through the GED level

o Many respondents felt that the experts in this field are student/workers and their co-workers, teachers, supervisors, union reps, OSHA reps, and management (especially the in-house company training departments, where they exist), not necessarily those in the field of employment training.

o One respondent felt that workplace education should address first language literacy where needed and desired

o One respondent pointed out that the goal of employee retention is not always in the student/worker's interest, that leaving a company for a better job in another company might be a better outcome to measure

DIRECTIONS:

Below is a definition of workplace education which may be fairly standard across the country; however, we suspect that it doesn't represent the great variety seen in workplace education in Massachusetts. Please look at the definition and then tell us how your workplace basic skills program differs from this definition, if it does.

We have included some questions which may be helpful in your thinking about your answer. If so, use them; if not, just answer in your own way, but please respond as completely as you can so that the results will be useful to others and to you.

We will synthesize and summarize the responses we receive in a report; if you indicate below that you would like a copy, we'll send it to you.

We would appreciate very much having your reply by October 2nd or by October 9th at the latest so that we can include your answers in our results. Please return your response in the enclosed, stamped, self-addressed envelope.

Thank you very much for taking the time to respond!

A DEFINITION OF WORKPLACE LITERACY:

"Workforce literacy...is the ability to perform those basic skills applications which are used in the context of job tasks....Effective workforce literacy programs are those which are designed to meet the needs of the organization and the worker by successfully translating learning into improved job performance. Creating instruction for such programs requires expertise from the combined fields of employment training and education. It is the product of 1.) literacy analyses of job tasks and 2.) construction of curricula from analyses data, that focus on helping workers master those basic skills applications they use on-the-job. Workforce literacy program results should be evaluated by measures of (increased) job accuracy and productivity, (higher) employee retention/promotion figures, and (lower) accident rates."

From "A Guide to Developing Instruction for Workforce Literacy Programs," by Jorie W. Philippi, Public/Private Ventures, Philadelphia , PA. A paper presented at the AAACE Conference in Tulsa, Oklahoma, November 4, 1988.

QUESTIONS

1. Does the instructional content of your program focus exclusively on "basic skills applications which are used in the context of job tasks"?

YES NO (Circle One)

If not, what else does it include? (Please feel free to append more pages as needed if we have not provided you with enough space to answer a question, but also please clearly identify on the appended pages which questions you are answering.)

2. Is your program designed to "meet the needs of the organization and the worker by successfully translating learning into improved job performance"?

YES NO (Circle one)

If so, do you have other goals as well, and what are they?

3. As you create curriculum or instruction for your program do you draw upon the field of employment (job) training?

YES NO (Circle one)

Why or why not?

Do you feel that your program SHOULD draw upon the expertise of people in this field?

YES NO

Why or why not? (And who do you regard as the "experts"?)

4. As you create instruction, does your program do "literacy analyses of job tasks" and "construct curricula from analyses data, that focus on helping workers master those basic skills applications they use on-the-job"?

YES NO

If not, why not?

5. Do you think results of your program should be measured in terms of "(increased) job accuracy and productivity, (higher) employee retention/promotion figures, and (lower) accident rates"?

YES NO

If so, why? If not, why not?

Do you think your program should be evaluated using other measures?

YES NO

If so, what measures?

6. Does this definition leave out important aspects of your program or make other asssumptions which are not true of your workplace education program?

YES NO

If yes, what are they?

(For example:

A. Does your program focus on generic English language skills rather than on job-specific skills?

B. Is your program offered in a place other than the worksite? If so, where and why?

C. Is your program open to workers from several different worksites or to others who are unemployed?

D. Is your program seen by workers, unions or employers as an employee benefit, in the way that health care is sometimes provided as a benefit? In other words, is the program provided largely to attract and or retain employees or because the union has negotiated for it in a bargaining agreement?

E. Are there other important aspects of your program which the definition above does not include?

F. Are there assumptions made in the above definition which are not true for your program?

7. Would you like a copy of the results? YES NO

NAME_____

PROGRAM_____

AGENCY_____

STREET_____

CITY/TOWN_____

ZIPCODE_____

TELEPHONE _____ _____

Thank you very much for your help.